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ABSTRACT

In order to collect data concerning career perceptions, attitudes, and aspirations among non-college bound rural young women, a 65-item questionnaire was administered to a sample of 439 students (248 females and 191 males) derived from 9 secondary schools in New Hampshire and Vermont. Responses were categorized by sex and level of aspiration (non-college bound, junior college or vocational training aspirants, and college bound students). Major areas of assessment were: work plans and attitudes (parental influence and current everyday behavior; post high school plans and attitudes toward work; and vocational interests and expectations); formal aspects of high school in career training (perceived role and function of the guidance counselor; courses/programs which help students prepare for their futures; and actual experience with guidance counselor); general job information (perceived helpfulness from courses in high school in preparing students for jobs; and informal sources of job information); work, marriage, and the family (plans for marriage and children; plans for working before having children; attitude toward working when children are of school age; and stereotyping); and perceived suitability of various jobs (a 56-item list). Representative results indicated: NC females were chiefly domestic and minimally involved in school, while C students were more interested in getting to know themselves and in availing themselves of opportunities to do so; in general, the sample did not plan on early marriage or having children soon (NC women did plan earlier marriage but were the least knowledgable about family planning). (JC)

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Aspirations and Attitudes

Among

Rural High School Students:

A Report From the Options Project

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ASPIRATIONS AND ATTITUDES AMONG RURAL HIGH SCHOOL STUDENTS: A REPORT FROM THE OPTIONS PROJECT

by

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PREFACE

Options: A Career Development Project for Rural High School Women was developed during 1976-77 under a grant from the United States Department of Health, Education, and Welfare, Office of Education, at Dartmouth College, Department of Education, Hanover, New Hampshire. The project staff worked with area teachers, students, citizens and public high schools to design and test career development materials which focus on the needs and attitudes of rural non-college bound high school women. The research team designed and administered a needs assessment questionnaire to provide information on those needs, specifically in the areas of post-high school plans and attitudes toward work; the role and function of the high school guidance office; the helpfulness of courses in high school in providing information to students preparing them for jobs; attitudes toward work, marriage, and the family; and attitudes regarding the sex-stereotyping of jobs.

We wish to thank the following principals and their schools for their assistance and support in enabling us to administer the questionnaire.

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INTRODUCTION

In October 1976, the Options Research and Development Team designed and administered an assessment questionnaire to collect data concerning career perceptions, attitudes, and aspirations among non-college bound rural young women in high schools in Vermont and New Hampshire. We wanted to know what these young women did or did not know about what would happen to them following graduation from high school; what kind of information they felt they needed to know which could be taught in family life or other classes; and where the greatest gaps seem to be. We did all this to provide a background that would inform our curriculum development team in their work about what needs of young rural women were most pressing. To put their answers in some perspective, we also gave the questionnaire, modified when necessary, to the males, and, for both sexes, to students whose plans for further education varied.

We administered the questionnaire to nine schools, two in New Hampshire and seven in Vermont. These schools were selected on the basis of their willingness, accessability, and representativeness of the Project's target population (i.e., rural students). Our total sample size was 439 students (248 females, 191 males). We analyzed most of the responses to our questions by sex and post-high school aspiration: non-college bound students (NC); junior college aspirants, or those intending to go on to a two-year college or vocational training school (JC); and the college bound students (C). (For the complete data breakdown by category, see Table 1.) All of the tables and calculations will show differences with respect to these categories, which we refer to as "Level of Aspiration" and "Sex." The tables also will generally indicate: 1) percent of male respondents; 2) percent of female respondents; 3) the mean percentage between male and female; and 4) the overall mean percentage, also broken down by male and female.

Table 1

PERCENT OF STUDENTS, BY LEVEL OF ASPIRATION, REPORTING WHAT GRADE THEY ARE IN

	Levels of Aspiration							
	NC		JC		C		MEAN	
Grade	Male	Female	Male	Female	Male	Female	Male	Female
10th	42	41	34	36	19	18	32	32
11th	20	34	30	30	34	42	27	35
12th	38	25	36	34	46	40	40	32

The Chi Square test was routinely done on frequencies arrayed by sex and level of aspiration. In the report to follow, only those results significant at least at the < .10 will be considered for discussion. It will be seen that about 40 percent of each sex were not planning further education; and both sexes were distributed evenly across the 10th, 11th, and 12th grades.

The report consists of five major sections:

A. Work Plans and Attitudes

B. Formal Aspects of High School in Career Training

C. General Job Information

D. Work, Marriage, and the Family

E. Perceived Suitability of Various Jobs

Our questionnaire appears as Appendix A (female questionnaire) and B (male questionnaire) at the end of this report. We have not discussed responses to all our questions or parts of questions: some sets of answers were not especially interesting, and we did not report on these results.

A. WORK PLANS AND ATTITUDES

There are nineteen questions related to background, plans, aspirations, self-knowledge, and job knowledge. They are most conveniently summarized in four subsections: parental influence and current everyday behavior, post high school plans and attitudes toward work, job knowledge, and knowledge of vocational abilities and interests.

A1. Parental Influence and Current Everyday Behavior

Question 8 asked about the occupation of the respondents' parents. These occupations were catagorized as domestic (housecleaner, housewife), low-level and not requiring training (nurse's aide, chambermaid, laborer), higher level requiring further training (e.g., nurse, bookkeeper, foreman), and professional-managerial or post-baccalaureate.

Table A1.1 gives the data concerning the occupation of the mothers of the students categorized by level of aspiration. There is only one significant correlation in the analysis ($p < .01$), and shows that the women aspiring to college were far more likely to have mothers who were in higher level and professional jobs than were the other respondents, with the mothers of JC women having the lowest status jobs.

Fathers' occupations were strongly related to aspiration in each sex ($p < .01$) as Table A1.2 shows. High school students going to a four-year college are far less likely to have a father in a lower level job than are NC students, and far more likely to have a father who is in professional-managerial work.

The summary of these data is that the young women's aspirations are related to the socioeconomic status (SES) of each parent, while those of the young men are related only to the status of the father.

When asked whether their parents had given them any help in planning their future careers (Question 19), most respondents (75%) said "yes," but not uniformly

Table A1.1

OCCUPATIONAL LEVELS OF THE MOTHERS OF STUDENTS IN DIFFERENT LEVELS OF ASPIRATION

(Responses Given in Percentages)

Occupational Level	Levels of Aspiration											
	NC			JC			C			MEAN		
	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean
Domestic	37	37	37	29	34	32	32	28	30	34	33	33
Low Level	37	43	40	32	52	45	34	32	39	35	42	39
Higher Level	24	18	21	32	12	19	25	28	27	27	19	22
Four Year	2	2	2	6	2	3	8	12	10	5	5	5

***Differences in level of aspiration are significant, $p < .01$.

Table A1.2

OCCUPATIONAL LEVELS OF THE FATHERS OF STUDENTS IN DIFFERENT LEVELS OF ASPIRATION

(Responses Given in Percentages)

Occupational Level	Levels of Aspiration											
	NC			JC			C			MEAN		
	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean	Male***	Female***	Mean
Low Level	46	49	48	25	40	35	21	22	22	32	38	35
Higher Level	40	47	44	65	46	53	48	46	47	49	47	48
Four Year	8	2	5	8	9	8	28	27	27	15	12	13

***Differences in level of aspiration for males and females are significant, $p < .01$.

across sex or level of aspiration. There was a general sex difference: 81% of the men, but only 70% of the women said yes. And the degree of parental helpfulness was directly related to aspiration: the NC students reported least, the C students most. This trend was significant for the women ($p < .01$), the NC women reporting the least help (58%) of all groups.

When asked which parent had given the most help or advice (Question 20), the sexes responded very differently ($p < .001$) as Table A1.3 shows. The women were advised much more by the mothers than were the men, much less by both parents, and less by the father. This perhaps explains, in part, why mothers' occupations relate more to the girls' levels of aspiration: the mother is in general far more dominant, and frequently the exclusive advisor to her daughter, while both parents tend to counsel their son. While there are no level of aspiration differences in the data, note that 20% of the NC females reported no advice from either parent; the NC group is also least likely to get any paternal advice.

Table A1.3

WHICH PARENT HAS GIVEN YOU THE MOST HELP OR ADVICE?
(Responses Given in Percentages)

	Levels of Aspiration								
	NC			JC			C		
Categories	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean
Mother	21	43	32	23	45	36	17	33	25
Father	17	7	12	23	12	16	17	11	14
Both	51	30	40	46	33	39	56	44	50
Neither	12	20	16	7	10	9	11	11	11

Question 32 was meant to assess the students' feeling toward school: i.e., "How often do you think about quitting school?" Not too surprisingly, 12% of the

NC students, 4 % of the JC's and only 1% of the C said they thought often of quitting (the other choices were "occasionally," "seldom," or "never"). The differences between levels of aspiration and frequency of thinking of quitting school were significant ($p < .001$).

Finally, for this section, we asked (Question 29) how the students spent their time out of school. Table A1.4 shows the data in terms of percentages of each group nominating a particular activity. The answers were coded into ten categories, which appear in the table in decreasing order of overall frequency. There is not much difference among the top six in overall frequency of mention, but there are some significant differences associated with sex and levels of aspiration.

For the men, the three most often checked categories were working, group activities (athletics, clubs, etc.), and solo activities (hobbies, walking or jogging, etc.). Furthermore, they mentioned these significantly more often ($p < .001$) than the women. For the young women, the three most frequent categories were being or talking with friends and dates, doing homework, and watching TV. The major dimension of difference here appears to concern sheer activity. The women checked three categories significantly more often than the men. They were doing home tasks, baby-sitting, and being with the family, all of these stereotypically women's activities.

Effects associated with level of aspiration existed for few of the listed activities. For both sexes, not surprisingly, the most frequent reports of homework (over 50%) came from the college bound, the least frequent (only 20%) from the NC's. A similar trend occurred with organized group activities, which implies better establishment in the social mainstream among the C students. This effect was most striking among the women: only 13% of the NC women mentioned organized group activities.

Television watching, though mentioned overall twice as often as reading,

Table A1.4

PERCENT RESPONDENTS REPORTING LISTED ACTIVITY
AS ONE OF THE MAIN WAYS THEY SPEND TIME OUTSIDE SCHOOL

Activity	Levels of Aspiration											
	NC			JC			C			MEAN		
	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean
Being with friends, dates...	31	37	34	45	44	44	30	39	35	34	39	37
Doing homework	19	21	21	38	31	30	54	54	54	36****	37****	37****
Working	62	21	39	45	27	34	37	29	33	49**a	25	36
Group activity (sports, club...)	38	13	24	43	29	34	58	39	48	46**a	26****	34****
Solo activity (hobbies, music...)	48	22	34	43	23	30	37	34	35	43[a]	26	33
Television	29	33	31	45	32	36	27	20	23	32	28	30***
Home tasks	13	26	20	19	25	23	12	16	14	14[c]	22	19
Reading	5	10	7	17	15	16	15	20	17	11	14	13**
Baby-sitting	0	18	10	0	8	5	2	12	7	1[a]	13	8
Family time	2	8	6	2	11	8	3	9	6	3[b]	9	6

NOTE: Decimals omitted.

a. Sex difference significant, $p < .001$.
b. Sex difference significant, $p < .01$.
c. Sex difference significant, $p < .05$.

**** Difference in level of aspiration, $p < .001$.
*** Difference in level of aspiration, $p < .01$.
** Difference in level of aspiration, $p < .05$.
* Difference in level of aspiration, $p < .10$.

varied somewhat unsystematicially, the real similarity between the two sexes being less watching reported among the C students. On the other hand, the C's (and JC's) read substantially more than the NC's (17% as compared to 7%). Finally, among the men only, involvement with jobs was reported with a high frequency (61%) among the NC's and less so among the JC's and C's.

The picture of the young NC woman in these data is of someone who spends her free time with friends and watching TV; whose occupations are chiefly domestic (including baby-sitting); and whose involvement with school is minimal, in that she does little homework and participates in few formal activities.

A2. Post High School Plans and Attitudes Toward Work

Question 33 asked directly about plans for training beyond high school. Table A2.1 gives the data. In general, and almost by definition, the NC students have few definite plans for further education or training, and the NC women have the fewest of all (only 10%). It is also true that the men have, in general, more definite plans for further training than the women ($p < .02$), the only exception being among those women planning to go on to four-year colleges.

Table A2.1

PERCENT RESPONDENTS REPORTING PLANS FOR TRAINING BEYOND HIGH SCHOOL

	Level of Aspiration								
	NC			JC			C		
Responses	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean
Yes	29	10	18	68	51	58	82	88	85
Maybe	54	54	54	27	35	32	12	11	11
No	16	35	27	4	14	10	6	1	4

When asked what kind of further training they would take, over 80% of NC men replying identified apprenticeship or on-the-job training in standard male

trades (60%) or the military (20%). Nearly 80% of the NC women wanted on-the-job training in standard female trades or jobs, like beautician or clerk (57%) or office work (21%). Only 7% of the C men and 3% of the C women elected those categories. The JC respondents of each sex were intermediate in electing these categories, and differences in patterns of training were highly significant ($p < .001$).

In an earlier question (Question 9) the students were asked what they expected to be doing one year after graduation. The answers were categorized as being general work (e.g., restaurant, clerk, etc.), apprenticeships or military training, or college. Nearly 90% answered this, and the results are in accord with the answers to the later questions. In brief, nine of ten NC women expect to be doing general work or to be apprentices. See Table A2.2 below.

Table A2.2

RESPONSES OF STUDENTS, BY LEVEL OF ASPIRATION, REPORTING WHAT THEY EXPECT TO BE DOING ONE YEAR AFTER GRADUATION

(Responses Given in Percentages)

	Levels of Aspiration					
	NC		JC		C	
Categories	Male	Female	Male	Female	Male	Female
Work	64	82	28	34	12	10
Apprentice	33	8	28	1	3	0
College	3	9	44	64	85	90

Question 31 asked how often the student has thought about post high school plans, with responses categorized as "often," "occasionally," "seldom," or "never." The women generally planned more often than the men (77% to 65%; $p < .01$), but the NC men and women were the least thoughtful of their futures, while college students were the most interested in post high school plans. That

is, 57% of the NC students said they thought about their futures "often," while for the JC and C students, the figures were 77% and 85% respectively. The difference in frequency of planning as a level of aspiration is significant for each sex ($p < .02$). Whether this relative lack of planning is a function of these students' low ability to delay gratification, a failure often associated with low SES, or simply reflects the fact that the NC students already know their futures and don't need to think about them, we cannot say.

Question 23 asked whether the students thought they would be prepared on leaving high school for either future education or a job. Table A2.3 shows clearly that the sense of preparedness for post high school life is weaker among the women than the men ($p < .05$) (weakest of all among the NC women) and stronger with the level of aspiration ($p < .01$ for each sex).

Table A2.3

RESPONSES OF STUDENTS, BY LEVEL OF ASPIRATION, REPORTING WHETHER THEY THOUGHT THEY WOULD BE PREPARED FOR EITHER FURTHER EDUCATION OR JOB AFTER LEAVING HIGH SCHOOL

(Responses Given in Percentages)

	Levels of Aspiration								
	NC			JC			C		
Responses	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean
Yes	58	52	55	74	59	65	85	78	81
Uncertain	38	47	43	19	37	30	10	21	16
No	4	1	2	7	4	5	4	1	3

When asked to explain their answers, 110 of the 144 college students did so, and of these, nearly 84% referred to high school courses as the basis of their sense of preparedness, an understandable attribution on the part of college aspirants. Only 104 of the 177 NC students gave any explanation, and of these, 54% found high school courses to be of help. Of the 87 JC students who gave an

answer, 68% referred to high school courses as a basis of preparation. The failure to find high school courses useful as preparation was greatest among the NC women: only 46% of them found them so.

Quesion 52 asked something similar: "How confident do you feel about your chances of getting a job?" With the issue of future education removed, students at all levels of aspiration expressed roughly equal degrees of confidence (or lack of confidence). Table A2.4 shows the only significant relationship ($p < .001$) in which the women show less confidence than the men. Fewer than a third of the respondents explained their answers. Of those who did so, the only remarkable difference occurred between the sexes ($p < .05$). The men attributed their confidence to possession of skills, the women to the possession of "good worker" qualities (dependable, honest, etc.); this tendency was most marked among the NC women.

Table A2.4

STUDENTS REPORTING DEGREES OF CONFIDENCE
ABOUT THEIR CHANCES OF GETTING A JOB

(Responses Given in Percentages)

Responses	Sex		
	Male	Female	Mean
Very Confident	36	24	29
Moderately Confident	58	62	60
Not Very Confident	5	14	10

We end this subsection with data on two questions concerning work: (1) Question 25, "Do you want to work?"; and (2) Question 56, "If you could have any job you wanted, what would it be?" Answers to the first were given in terms of relative eagerness, and about 90% of the sample, without regard to sex or aspiration, were either "extremely eager" or "quite willing" to work. Most (80%) of the

respondents gave reasons for their answers, and most of these were classified into three main categories: eagerness to work to get money or to keep busy, and willingness contingent on getting a job one likes to do. C and JC students were very likely to choose the latter (58% of them), and NC students were more likely (64% of them) to mention money or keeping busy as a reason. Both sexes exhibited these trends, which are actually significant ($p < .02$) among the women.

Answers to the second question, concerning one's ideal job, were codified as shown in Table A2.5, in much the same way as the parental occupations given earlier; i.e., domestic and lower level jobs, those with greater independence and requiring some training, those usually requiring four years of college (professional, managerial), and finally, truly ideal choices.*

Table A2.5

STUDENTS REPORTING THEIR CHOICE OF AN IDEAL JOB
(Responses Given in Percentages)

	Levels of Aspiration								
	NC			JC			C		
Categories	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean
Domestic	31	54	44	14	24	20	5	4	5
Independent	57	32	43	46	57	53	33	32	32
Four Year	12	14	13	40	19	27	62	64	63

It is perfectly clear in the tables that in both sexes, one's choice of an ideal job is strongly related ($p < .001$ in each case) to one's aspirations for training and education following high school. Remarkably, over one-half of the NC women aspire to nothing more than domesticity or low level jobs. The apparent

* Ideal choices: choices where expectations are not consistent with reality or the likelihood of achieving the goal is very small, i.e., movie star, President of the United States.

difference between the sexes is itself significant ($p < .02$): the women reach less far.

A3. Vocational Interests and Expectations

Three questions concerned the students' vocational abilities. The first two were similar: Question 30 asked whether the students felt they knew their interests and abilities well enough to decide about their future careers; and Question 55 asked whether they were pretty sure what kinds of jobs they would be good and bad at. The former could be answered on a scale from "yes, very well" through "yes, to some extent" to "no idea" or "never thought about them." There was no sex difference in response, but there was a tendency ($p < .07$) for the C students to be more sure about their own career interest than others -- 34% were very sure, as contrasted with 31% of the JC's and 23% of the NC's. The differences between grades were stronger ($p < .01$): seniors felt surer than juniors who in turn felt surer than sophomores. To Question 55, three-quarters of the students said they were pretty sure what sorts of jobs they would be good or bad at, and there were neither sex nor aspirational differences, perhaps because the response format was very permissive; it is easy to say one is "pretty sure" of many things.

One common source of self-knowledge concerning vocations is the vocational interest or aptitude test. Question 64 asked about experience with such tests. Table A3.1 shows the precentage of the various subgroups who reported having taken such tests. There is clearly an increasing percentage who did, as a correlate of level of aspiration. There was no sex difference, and as might be expected, juniors and seniors had had more tests than sophomores.

Of the 64% of the total sample who took such tests, about 40% asked to take it, the rest being given it without request. College bound students were most inclined to ask (54%), and the NC students least so (29%); this significant aspiration effect ($p < .05$) being somewhat stronger in the men than the women.

Table A3.1

PERCENT OF STUDENTS WHO REPORTED HAVING TAKEN VOCATIONAL INTEREST OR APTITUDE TESTS

	Levels of Aspiration		
	NC	JC	C
Yes	45	68	83
No	55	32	17

Older students of both sexes were more inclined to ask for the test, and there was no sex difference in the self-initiated test taking.

Of those who took the test for any reason, just over half (52%) had someone review the results with them with the men slightly more likely to get a review than the women ($p < .06$). Clearly, the level of knowledge of one's vocational interest/aptitude might increase if more test results were reviewed with those who took the tests.

One can argue that the C students need to know their interests better than NC students, since they will have more vocational options available to them. But, conversely, just because the NC students have fewer options, informed self-knowledge may be more important to them; and apparently, they are being relatively deprived of such knowledge.

Two questions probed the students' expectations about jobs, and the dimensions of jobs they saw as important. Question 26 asked what the student thought she or he had to offer an employer. About 75% of the responses were coded into categories called "good worker" (nice, neat, clean, dependable, etc.) and "skills" (smart, knows job, good manager, etc.), with the latter being coded if both were given.

The pattern of answers differed according to sex of respondent ($p < .001$). The men emphasized skills more (38%) than did the women (21%). Among the men, the NC students mentioned skills most often (52%), significantly more so than the

the JC or C students (26% and 31%). No such level of aspiration differences were present among the women. It is perhaps not surprising that those who are going on for further training do not presently feel they have anything except character to offer an employer. But it is notable that the NC women are far less convinced of any skills they might have to offer than the NC men.

Table A3.2 summarizes the data in response to the 14-item question (Question 27) in which the respondents were asked to indicate which four they found most, and which four least important as characteristics of jobs. We can define the relative salience of a characteristic as the frequency with which it was checked as either most or least important. There were five very salient items (checked by over two-thirds of the sample); of these, three were considered most important by about 90% of those checking: who the boss is, how much vacation time there is, and whether you can choose your own hours. Two were considered least important by 80-90% of those checking: whether or not you would be good at a job, and how much it pays.

Among less salient items, the least important were whether there was a chance for advancement, and whether or not something could be learned from the job. Matters concerning job knowledge, co-workers, power of decisions over one's own work, job security, and work variety were all relatively non-salient, and of intermediate importance. The location of a job was of intermediate salience, and considered most important by 60% of those checking it.

It is clear from this that these students see as the important aspects of work matters that have little to do with qualities of the work itself or with long-term values. They are concerned with location; flexibility of hours; vacation time; and getting along with, or not being annoyed by, the boss. They are not concerned with their skill, their pay, or whether they can learn and make advances in their work.

There are variations in this general pattern associated with sex, and with

level of aspiration. There are significant sex differences in the perceived importance of eight of the characteristics. Men attached somewhat greater importance to being good at a job ($p < .07$), knowing a lot about it ($p < .001$), learning from it ($p < .06$), and having variety in it ($p < .01$). Women attached more importance to pay ($p < .05$), chance for advancement ($p < .01$), length of vacations ($p < .01$), and job security ($p < .05$). The pattern here suggests a real difference in orientation to work, the women being more concerned with features of jobs that have nothing to do with the work itself, and the men relatively more responsive to issues intrinsic to the work. Two explanatory possibilities come to mind. Perhaps there is a real difference in the degree of access to intrinsically interesting jobs. Or perhaps there is no real difference, but only differences in perception, biased by stereotyping, in what employment has to offer.

In any event, the heavily extrinsic orientation was not moderated by the fact of aspiration toward college. Quite the opposite. Of the 13 variables, there were significant associations with aspiration for seven of them among the women, and two for the men, all indicated in Table A3.2. In addition, there were two variables (concerning vacation time and freedom to choose one's own hours) in which the non-significant but parallel trends of the men and women converged to significance. Of the seven in which the groups of women differed, the patterns of difference indicate that the college bound and JC bound were least concerned with intrinsic qualities of work, with the NC bound most concerned with these. For example, the NC women most often endorsed as most important being good at a job, being able to advance in it, being able to learn from it, and having variety. There were least concerned with pay, location, vacation time, and flexibility of hours. On the other hand, the JC and C women were most concerned with such matters as pay, who their co-workers were, vacations, location, and flexibility of hours.

PERCENTAGES OF STUDENTS CHOOSING A JOB CHARACTERISTIC AS EITHER MOST OR LEAST IMPORTANT

Characteristics		Levels of Aspiration											
		NC			JC			C			MEAN		
		Male	Female	Mean	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean
Be good at job	Most	12	7	10	7	6	6	12	3	7	11	5	8*
	Least	66	64	65	68	71	70	72	78	75	69 [d]	70	69
Know a lot about job	Most	28	16	22	20	7	12	25	21	23	25	15**	20****
	Least	31	18	24	32	32	32	25	20	22	29 [a]	22	25
Amount of pay	Most	14	7	10	16	20	19	6	12	9	12**	12*	12***
	Least	70	63	66	64	49	55	67	47	56	68 [b]	54	61
Where located	Most	35	33	34	30	36	33	46	48	47	38	38*	38
	Least	32	31	32	41	25	31	22	13	17	31	24	27
Chance for advancement	Most	15	14	15	11	11	11	12	10	11	13	12	12***
	Least	52	33	42	52	48	50	46	30	38	50 [b]	36	43
People you work with	Most	34	16	24	23	32	28	33	26	29	31	24**	27
	Least	40	44	42	34	25	28	27	32	30	34	35	34
Who the boss is	Most	55	61	58	73	64	68	66	60	62	63	62	62
	Least	16	6	11	2	3	3	3	3	3	8	4	6
Vacation time	Most	41	60	51	59	68	65	58	71	65	51	66	58***
	Least	15	7	11	11	6	8	8	1	4	12 [b]	5	8
Free to make decisions	Most	29	21	24	20	37	31	12	12	12	21**	23***	22
	Least	31	20	25	20	22	21	42	39	40	32	26	39
Can keep for a long time	Most	25	19	22	16	18	17	18	22	20	20	19	19**
	Least	34	24	28	30	33	32	42	20	30	36 [c]	25	30
Can learn from job	Most	12	13	13	9	6	7	19	5	12	14	8**	11*
	Least	36	28	32	30	47	40	24	46	35	30 [d]	39	34
Can choose hours	Most	51	36	54	64	64	64	64	62	63	59	60	59
	Least	9	6	7	2	1	2	13	8	10	9	5	7
Allows variety	Most	31	25	28	32	15	21	27	12	19	30	18***	24***
	Least	20	14	17	23	23	23	27	36	32	23 [b]	24	23

NOTE: Decimals omitted.

a. Sex difference significant, $p < .001$.
b. Sex difference significant, $p < .01$.
c. Sex difference significant, $p < .05$
d. Sex difference significant, $p < .10$.

**** Difference in level of aspiration, $p < .001$.
*** Difference in level of aspiration, $p < .01$.
** Difference in level of aspiration, $p < .05$.
* Difference in level of aspiration, $p < .10$.

It seems to us quite likely that the women (and to some extent the men) who were going on for further training defined "job" as the kind of low level job they knew from experience, and not something to spend much of their life doing. If so, then concern with extrinsic matters is understandable, the intrinsic attractions being limited. But the NC women would be more apt to define job as an enduring part of their lives, so that issues of advancement, variety, skill, and opportunity to learn would be the more important to them.

This observation perhaps provides the clue to the understanding for the entire set of data. To the extent that a job is seen as similar to jobs within the experience of these students (and almost all of them have had jobs), it is seen as an occupation likely not to have very much intrinsically to recommend it. For those who take such jobs only temporarily, while they complete the training and education that will give them upward mobility, it is the conditions of labor, not the labor per se, which matter most. But for those for whom a job may be a large part of their lives (the men in general, and NC women), the work itself is relatively more important, or, more accurately, less unimportant. When these students are asked to think about "jobs," they do not look forward to work they would consider very interesting.

B. FORMAL ASPECTS OF HIGH SCHOOL IN CAREER TRAINING

This section deals specifically with the formal aspects of high school in career planning. We have divided our findings into three categories: the perceived role and function of the guidance office; courses or programs which help students prepare for the future; and actual experience with the guidance counselor.

B1. Perceived Role and Function of the Guidance Counselor

The first subsection consists of four questions, in which students were asked whom they sought out for job advice, what they thought the function of the guidance counselor's office was, and how helpful it was both in planning careers and in actually obtaining work.

Question 17 asked the students whom they would talk to if they wanted advice about getting a job after high school. Since most of the data fell basically into three categories (teacher or other, job or work study counselor, and guidance counselor), our tables will represent the data only for these three groups.

In general, as Table B1.1 shows, the JC and C males go to their guidance counselor for advice more than do the NC males ($p < .01$). The NC males see themselves going to the job counselor (42%) more than do the C males (19%). Thus it appears as the level of aspiration increases so does the frequency to seek advice from someone called the guidance counselor as distinct from someone called a job counselor. This effect may simply reflect that NC students are going to take jobs, while C students are going to choose schools; it may also reflect the standard advising patterns in high schools.

Both the males and the females, as they became older, tended to seek advice more from their teachers than their guidance counselors. That is, only 9% of the 10th graders reported going to a teacher for career advice, while 24% of the 12th

graders did so, with corresponding decrease in using the guidance counselor ($p < .001$). It may be that they come to trust certain teachers or staff members more with age, or that they have, by senior year, already availed themselves of the guidance office services.

Table B1.1

PERCENTAGES OF STUDENTS WHO WOULD TALK TO VARIOUS SCHOOL PERSONS FOR JOB ADVICE

Person To Ask	Level of Aspiration								
	NC			JC			C		
	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean
Teacher or other staff	14	20	18	12	18	16	13	18	16
Job or work/study counselor	42	24	32	17	23	21	19	26	23
Guidance counselor	44	55	50	71	59	64	67	56	61

Question 57 asked the students what they saw as the main function of their school guidance office. Since this was an open-ended question, we coded the responses and analyzed the two largest categories: specific information regarding jobs and college; and general guidance in helping them for future planning. The only significant effect was associated with aspiration: 50% of the college students saw the guidance office as having a function in general future planning, while only 34% of the NC did ($p < .05$). Evidently, the more complex the possible future, the more it is planned for.

Question 18, asked how much help the guidance/job/work/study counselor has given to students in planning their future career. For both males and females, the NC reported having received the least amount or no help at all from their counselor about their future plans (15% said they received a lot of help, while

30% said they received no help at all). College students reported receiving the most help from their counselor (30% "a lot," 16% "none"). In addition, as the students became older they received more help from their counselors. Both the grade and level of aspiration effects were highly significant ($p < .01$).

The second part of the question asked what kind of help the students received if the counselor has helped at all. We collapsed the responses into three categories: information about jobs they might have aptitude for; information about actual job openings; and information about training needed for certain jobs. The significant effects were that the males received more information about actual job openings than did the females (14% versus 4%; $p < .001$): and among the men it was the NC students who received the most information (23%) regarding actual job openings, compared to only 9% of the college-bound students. Since the college students are, by definition, not entering the job market, the latter result is logical.

The last question in this subsection was Question 63: "How helpful do you think a guidance/job/work/study counselor can be in actually helping students to get a job?" Students at all levels of aspiration and grade expressed about the same feeling that the guidance office appears to be moderately helpful in helping students actually get a job.

B2. Courses/Programs Which Help Students Prepare for Their Futures

This subsection consists of three questions which asked students if they thought certain courses should be offered during high school, to what degree they felt prepared for future education or a job, and about their experience with vocational interest or aptitude tests in school.

Question 22 asked the students how much ("a lot," "some," or "none at all") need they thought there was for a high school course especially designed to help students make decisions about what they will do after high school. Sixty-six

percent of the females reported "a lot" of need for a course offered during high school to help them plan their future, a figure significantly ($p < .05$) greater than the 57% of the males who felt the same. There was a tendency ($p < .05$) for the college students to see a greater need for such a course than the NCs.

The next question asked what, among the subjects listed in Table B2.1, should be included in such a course. As this table indicates, both males and females felt that "how to know what type of jobs are best for you" was the most important factor to be included in a course, and the females appeared to feel substantially more strongly about it than the males ($p < .001$). On all of the other choices, except the first, the sexes were in reasonable agreement as to the order of their importance, with the females almost always indicating a much higher interest. (The reason for this difference may simply be that the females were more conscientious in answering than the males.) The largest discrepancy in the way the two sexes responded came with "understanding yourself," which was the second most important choice among the females, but only the sixth for the males ($p < .001$). There were two other significant sex differences. The women were far more concerned to learn about how to manage marriage with an outside job (there was great unconcern for this among the men, especially the NC men); and to learn how to take part in an interview. The major part of this latter sex difference occurred among the NC students, where the men were uniquely unconcerned about the interview process. One last comparison of the sexes is perhaps important because it is the only item in which the men showed as much interest as the women: namely, how to manage money.

There were numerous significant associations with level-of-aspiration. The C students were more likely ($p < .01$) to endorse the first and last items, concerning self-understanding and knowledge, than the NC students. The C women were also more interested than the others in being taught some purely vocationally useful facts: what sort of jobs are there (Item 3; $p < .01$), how do you train for them

PERCENTAGES OF STUDENTS CHECKING EACH SUBJECT AS AN IMPORTANT FEATURE OF A COURSE ON MAKING DECISIONS ABOUT WHAT TO DO AFTER HIGH SCHOOL

Features	Levels of Aspiration											
	NC			JC			C			MEAN		
	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean
1. Understanding yourself	25	42	34	39	62	53	37	62	51	33[a]	54	45***
2. How to make decisions	41	48	45	57	51	53	43	65	55	46	54	50
3. Knowledge of kinds of jobs	39	50	45	50	47	48	55	68	62	47	54**	51***
4. Knowledge of job training opportunities	44	46	45	48	49	49	48	64	56	46	53*	50
5. How to manage money	35	38	37	39	37	38	36	43	44	40	39	[illegible]9
6. Knowledge of job openings	18	32	25	27	29	28	42	47	44	28***	36**	32***
7. How to manage marriage and an outside job	11	29	21	27	33	31	22	35	29	19*[b]	32	26
8. How to take part in an interview	25	43	35	39	41	40	46	51	49	36**[c]	45	41**
9. How to know what type jobs are best for you	48	78	64	75	67	70	73	90	82	63***[a]	77***	72***

NOTE: Decimals omitted.

a. Sex difference significant, $p < .001$.
b. Sex difference significant, $p < .01$.
c. Sex difference significant, $p < .05$.

***Difference in level of aspiration, $p < .01$.
**Difference in level of aspiration, $p < .05$.
*Difference in level of aspiration, $p < .10$.

(Item 4; $p < .10$), and which ones were open (Item 6; $p < .05$). Among the men a different pattern of difference contributed to the four significant aspiration effects in Items 6-9: the NC men stood alone in their relative disinterest in these, as has been noted already. These aspirational differences in interest in one's self are characteristic -- those with greater formal education usually have more than those with less. The higher degree of interest among the women may reflect either a relative disinterest among the men or a felt need among the women, who may feel greater confusion and unreadiness (as we have seen) in meeting the world beyond high school.

When the students were asked (Question 24) when they thought the best time to present career information was, three-quarters of the students thought the best time would be in the 10th grade or earlier. On all levels, the females wanted information somewhat earlier than did the males ($p < .05$).

The last question (Question 64) asked the students about their experience with vocational interest, or aptitude, tests in school. This question was discussed above in Section A3 (Vocational Interest Expectations). Table A3.1 shows the percentage of the various subgroups who reported having taken such a test, with a correlation of increasing percentage as aspirational level increased. Not only are C students more interested in getting to know themselves; they also avail themselves of opportunities to do so more often.

B3. Actual Experience with Guidance Counselor

The four questions in this subsection which deal with actual contact with the guidance counselor, complete the section dealing with formal aspects of high school in career training. Question 58 asked the students whether they needed to make an appointment to talk with a guidance counselor or if they could stop by any time they wished. The most significant result was that the males more frequently felt they could drop in, while the females felt they had to make

appointments (56% to 41%; $p < .01$). There was also a tendency ($p < .10$) for both males and females to stop by more often without an appointment as they neared 12th grade (and the job market or college). Level of aspiration did not have a very large effect here: students in every program were equally willing or unwilling to drop in on the guidance counselor. But to the extent that making an appointment involves more effort than simply dropping in on someone, women have less contact with their guidance counselors.

Questions 59 and 60 asked: "Have you talked with your guidance/job/work/study counselor yet this year?"; and "How many times did you meet with your guidance/job/work/study counselor last year?" Sixty-seven percent of the 428 students responding, both male and female, said "yes," they had met with their counselor this year. For both sexes, there were significant effects associated with level of aspiration and grade level: as they became older, and as educational aspiration increased, they more frequently reported having met with their guidance counselor at least once in the school year ($p < .01$).

Frequency of contact was nonsignificantly higher among men than women. Most of the difference was in the different responses of the seniors: senior men reported very frequent contact (nearly half reporting five contacts or more), while senior women did not (just over a fifth reported five or more contacts). Table B3.1 shows the significant ($p < .01$) aspiration and grade level effects for the sexes combined.

The last question in this subsection, Question 62, asked the students how helpful they think a guidance/job/work/study counselor can be in helping them to consider what jobs they may want. From the four choices they responded to, most of the responses fell into "very helpful," "moderately helpful," and "slightly helpful." (The "never helpful" response was used by only eight students and was not included in our analyses.) No significant differences appeared in the responses to this question. Thirty-six percent of the respondents

Table B3.1

PERCENTAGES OF STUDENTS REPORTING DIFFERENT FREQUENCIES OF SEEING THE GUIDANCE COUNSELOR

	Levels of Aspiration			
Frequencies	NC	JC	C	MEAN
0-1	33	18	27	27
2-4	47	55	39	47
5 or more	20	28	34	27

	Grades			
Frequencies	10	11	12	MEAN
0-1	33	35	16	27
2-4	44	43	50	47
5 or more	23	22	39	27

selected "very helpful." Another 46% of the students felt that the guidance counselor was "moderaltely helpful." That nearly one-fifth of the students do not find the counselor even moderately helpful may be cause either for rejoicing or alarm, depending on the counselor's level of aspiration.

C. GENERAL JOB INFORMATION

There were seven questions concerned with general job information that students might receive during high school. These have been divided into two subsections: perceived helpfulness of courses in high school in helping students prepare for jobs; and general information about when and how to find information to prepare for jobs.

Ninety percent of the students at all levels report that they have held either a part-time or full-time job sometime during high school. Certainly as the grade level increases, the frequency of students having jobs increases ($p < .001$), with slightly more males working (95%) than females (89%; $p < .01$).

C1. Perceived Helpfulness from Courses in High School in Preparing Students for Jobs

Two questions asked the students how helpful their courses and teachers were in preparing them for a job. Question 14 asked that question directly, whereas Question 15 asked if there were courses students thought would help prepare them for a job that were not being taught in their high school now. For the purposes of our analyses, we have included only the first two parts of Question 14. (Not enough respondents answered the last two parts of the question to permit confidence in the data.) Generally, 32% thought high school courses "very helpful," 49% thought them "moderately helpful," and 19% thought them "not helpful."

Of the seven courses named by a substantial number of students, math, science, and English were most often nominated as helpful in preparing them for jobs. For science there was a significant aspirational effect ($p < .001$) in that 31% of the college students felt it helpful while only 10% of the NC students did. For English, there was a similar effect among the men only; 47% of the college men felt it was helpful, but only 25% of the NC and JC men thought so ($p < .01$).

Since a higher degree of interest in these academic courses was expressed by the college students, one tends to wonder if they didn't interpret the question to apply to those courses that were helpful to them for their futures, and not as courses preparing them for jobs. Table C1.1 shows the distribution of these responses.

Of the other, non-academic, courses that were listed by the students (office courses, home economics, athletics, and vocational courses), aspirational effects were evident among the women in "office courses" and "vocational courses," in that the college students did not list these as frequently as the NC students. There was also a significant difference between the sexes in office and vocational courses: the females felt office courses were more helpful ($p < .001$), and the males felt that vocational courses were more helpful ($p < .001$).

As to whether there were courses not presently taught in the high school that might help prepare students for a job (Question 15), almost 65% of the students said "no." This relative contentment with the status quo was significantly ($p < .05$) greater among those planning to go to college (45% of whom recognized a need for some courses) than among the NC students (only 30% of whom saw such need). It is paradoxical that those for whom the world of work is most imminent are least inclined to see any institutional need for improving their preparation for it.

Of the 147 students who did see a need for courses not offered, 125 responded to the second part of the question as to what kind of courses would be helpful. As Table C1.2 shows, their answers were coded into nine categories. The four most mentioned categories for the males were: unspecified vocational (individual internships), male trades (mechanic, electrician, carpenter, etc.), standard academic (math, science, etc.), and outdoor work (farming, forestry, etc.). The females also mentioned unspecified vocational and standard academic courses, but they selected a couple of courses more heavily than the males:

Table C1.1

PERCENTAGES OF STUDENTS NAMING COURSES AS HELPFUL IN PREPARING FOR JOBS

	Levels of Aspiration											
	NC			JC			C			MEAN		
Courses	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean
Math	37	38	37	39	30	33	46	32	38	40	34	37
Science	10	9	10	25	29	27	35	27	31	22	21	21****
English	25	34	30	25	27	27	47	22	34	33***	28	30
Office	8	65	39	16	59	43	17	48	33	13[a]	58***	38
Home Economics	6	12	9	7	14	11	2	14	7	5[b]	13	5
Athletics	1	2	1	0	0	0	0	3	1	1	2	1
Vocational	35	5	19	30	10	17	27	15	21	31[a]	9*	19

NOTE: Decimals omitted.

a. Sex difference significant, $p < .001$.
b. Sex difference significant, $p < .01$.

**** Difference in level of aspiration, $p < .001$.
*** Difference in level of aspiration, $p < .01$.
** Difference in level of aspiration, $p < .05$.
* Difference in level of aspiration, $p < .10$.

Table C1.2

PERCENTAGES OF STUDENTS RECOMMENDING COURSES THEY FELT SHOULD BE TAUGHT IN HIGH SCHOOL

Courses	Levels of Aspiration											
	NC			JC			C			MEAN		
	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean
1. Unspecified vocational	35	14	23	0	13	9	29	30	29	25	19	22
2. Male trades	47	9	26	18	4	9	25	4	14	31	6	16
3. Female trades	0	18	10	0	8	6	0	0	0	0	8	5
4. Arts	0	9	5	18	4	9	0	11	6	4	8	6
5. Standard academic	0	4	3	27	13	17	25	15	20	17	11	14
6. Outdoor	12	14	13	19	0	6	8	7	8	12	7	9
7. Health	0	4	3	0	21	14	0	7	4	0	11	6
8. Office	6	4	5	0	33	23	4	7	6	4	15	10
9. General career information	0	23	13	18	4	9	8	19	14	8	15	12

office courses and courses offering general career information. The recommendation of "health" courses was unique among the women.

C2. Informal Sources of Job Information

Five questions tapped the students' general knowledge of where and how to find information to prepare them for jobs and asked them whether or not their schools provided them with the necessary information.

Question 11 asked the students directly how they would find out about jobs in their community. As Table C2.1 shows, their responses fell into five categories: through high school courses, guidance office or teachers, through want ads in the newspaper, through the employment security office or job bank, through direct contact, and through parents or friends.

There were significant sex differences among the responses; the women mentioned use of all the resources more frequently than the men, except in one area: direct contact ($p < .01$).

There were some significant differences associated with level of aspiration, primarily in response to two items: high school courses and ads in the newspaper. Almost one-third of the college students, both male and female, were likely to suggest ($p < .001$) using these two items, while the corresponding proportion among the NC students was about half that. This trend was greatest for the women in the first item (high school courses) ($p < .01$): the NC women (19%) reporting that high school courses were the least helpful in finding out about jobs in the community. It should be pointed out that high school courses are perceived to be among the least likely sources of getting jobs, a fact of some significance to persons concerned with career education. Moreover, they are considered least useful by the very students who are most likely to be immediately on the job market.

When asked whether they had been given any information about job opportunities after high school (Question 12), the college-bound students, both males and females,

Table C2.1

PERCENTAGES OF STUDENTS INDICATING CHOICES OF METHODS FOR FINDING JOBS IN COMMUNITY

Methods	Levels of Aspiration											
	NC			JC			C			MEAN		
	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean	Male	Female	Mean
1. High school	10	19	15	11	26	20	19	43	32	14[a]	28***	22***
2. Ads	22	36	30	25	48	39	30	47	39	26[a]	43	35
3. Employment office	15	18	16	27	26	26	28	30	29	22	24	23***
4. Direct contact	50	38	44	48	25	33	45	42	43	48[b]	35*	41
5. Parents/ friends	13	12	12	5	14	10	3	10	7	7*[d]	12	10

NOTES:
a. Sex difference significant, $p < .001$.
b. Sex difference significant, $p < .01$.
c. Sex difference significant, $p < .05$.
d. Sex difference significant, $p < .10$.

****Difference in level of aspiration, $p < .001$.
***Difference in level of aspiration, $p < .01$.
**Difference in level of aspiration, $p < .05$.
*Difference in level of aspiration, $p < .10$.

indicated that they had received more information than the NC (60% versus 44%; $p < .02$). This trend was most marked among the females ($p < .05$); 64% of the college women said "yes" they had been given information about job opportunities, compared to 46% of the NC females. It appears that the NC group is given the least information about job opportunities, although they need it the most.

Question 50 had three parts which asked the students: (1) if they had ever interviewed for a job, (2) if so, who had arranged it, and (3) how they felt about being interviewed. Only 44% of both the responding sexes indicated that they had ever interviewed for a job, and around this average figure, the frequency increased significantly ($p < .001$) with age: the seniors had been interviewed much more than the sophomores (60% versus 28%). Students find themselves being interviewed often enough to justify some formal preparation, perhaps.

Of the 192 students responding "yes" to having interviewed for a job, there were 186 responses to the question asking who arranged the interview. Of these, 62% of the students said they had arranged the interview themselves. The other 48% were evenly divided between the other three coded categories: the boss, a friend, and school.

When asked how they felt about the prospect of interviewing for a job, the students responded with replies falling mainly into three categories: they were nervous; they were confident or thought it would be interesting; or it would be OK, that it wouldn't bother them. The most significant effect occurred among the females ($p < .01$): college-bound women had a proportionately larger number who were nervous (five-eighths of them, as opposed to three-eighths of the JC and NC women), but also more who were confident (27% as compared with 17% of the others). It can be said of these women, as of no other group, that they are not neutral at the prospect of interviewing.

Question 51 asked the students whether they had ever been given information about interviewing. Fifty-six percent of both sexes indicated having received inform-

ation about interviewing. The only significant effect occurred among the females, in that proportionately fewer of the college females (42%) said they had been given information than had the NC females (61%) and the JC females (68%) ($p < .01$). The college-bound women are not thinking as much about taking jobs right away, so it is not surprising that they received the least information.

Question 54 asked the students if they had ever looked through the want ads in their local newspaper and whether they did it on their own or as part of a class assignment. More females than males said they looked through the want ads (93% versus 87%; $p < .05$), which was also indicated in Table C2.1. The tendency for the males to use the ads less is explained by the response to an earlier question: males tended to use direct contact more than ads as a source of getting jobs. For both sexes, the JC's said they looked through the want ads more than the C and NC students; the JC group also said most often that they received information about interviewing (Question 51). Ninety-seven percent of the students claimed they looked through the want ads on their own and not as part of a class assignment.

D. WORK, MARRIAGE, AND THE FAMILY

There were twelve questions concerning attitudes toward work, marriage, and the family, and we have allocated them to four thematic groups. The first concerns plans for marriage and children; the second, plans for working before children, the third, plans for arranging work and child care in the pre-school years; and the fourth, attitudes toward sex roles.

D1. Plans for Marriage and Children

Only 2% of the respondents already had children, and they were distributed unsystematically over sex, grade, and level of aspiration. To Question 34: "When do you plan to get married?", we categorized answers as being within two years following graduation, or later. In general, there was a strong tendency to wait at least two years; 80% selected that category. The women were more willing to marry early than the men (27% versus 10%; $p < .001$), and this willingness was most evident among the NC women, 37% of whom expressed it. The level of aspiration effect in women was, in fact, very significant ($p < .01$), as 27% of the JC women and only 13% of the C women said they planned similarly early marriages.

The students were asked (Question 49) to estimate the probability, in steps of 25 percentage points from 0% to 100%, that their marriages and those of their friends would last 25 years. In general the modal guess was a 50% chance (42% of the sample), with fairly heavy selection of a 75% chance (34% of the sample), and the rest evenly split between 25% chance and certainty. There were no differences between groups.

Only 3% of the sample (5 men and 9 women) said they planned to have a baby in the next two years, a figure which, given the considerably large number who want to marry during this period, might indicate some knowledge of birth control. We assessed such knowledge indirectly, by asking (Question 47) whether they knew what services Planned Parenthood offered. Over twice as many women as men

(43% to 20%; $p < .001$) said yes. The proportion answering "yes" rose with both aspiration ($p < .02$) and grade ($p < .02$). For example, the NC students of both sexes said "yes" infrequently (13% for the men, 36% for the women) while the college aspirants said "yes" 28% and 50% for men and women respectively.

In general, the students are not planning early marriage, and scarcely any of them are planning to have children soon. The group most often planning early marriage, however, are the NC women; and among the women, they appear to be the least knowledgeable about family planning.

D2. Plans for Working Before Having Children

Three questions inquired about work intentions prior to having children. To the first (Question 37), "If you do not plan to have children right away, do you plan (expect your wife) to work?", 93% of the women expected to work, but only 44% of the men expected their wives to work. The male interest in their wives working increases as they get closer to graduation, whereas the female interest remains at a high level at all grades. This very significant ($p < .001$) sex difference in expectations about women working appears to reveal substantial sex-role stereotyping on the part of the men in the sense of their greater likelihood of seeing themselves as sole supporters of the family.

Question 38: "Would you like (your wife) to have a job after you are married?" asked not about expectation, but desire. Again, the women wanted to work more than the men wanted them to ($p < .001$; 91% compared to 61%). The women's interest in working becomes stronger as their level of aspiration is higher ($p < .01$). All of the 71 college-bound women who responded expressed an intention to work after marriage. There is no such change with the level of aspiration in the men. They are moderately and equally desirous of having their wives work. It is not implausible to guess from these patterns that women's working, at least among those who planned to go to college, is a personal necessity; though to a man it may be

merely a convenient source of supplemental income. Interest in the women working becomes stronger from lower to higher grades with the widest increase shown among the males (46% versus 71%; $p < .05$), as in the question above.

Whether or not they expect or want to work, Question 39 ("Do you think you (your wife) will have to get a job when you are married?") inquired about women's work in terms of necessity. Women strongly outweigh men in their expectation of having to work (67% versus 29%; $p < .001$). There are some curious patterns in these data. The group of women who least expect to have to work are the NC women (58%); the corresponding group of NC men, however, are most likely, of the male groups, to feel their wives will have to work. The pattern is just the opposite among the JC aspirants. There, 74% of the women, but only 20% of the men, feel they (their wives) will have to work. The aspirational differences among the women are significant ($p < .05$), and point again to the particular distance of the NC women from the world of work.

Of those who thought that they (or their wives) would have to work, there were two main reasons given. The first, given by two-thirds of these respondents, was simply the need for money; and the second, given by the rest, was the need to feel useful, to grow, to keep busy. Fifteen percent of the 39 responding men cited the latter; 38% of the 144 responding women did so, and that difference is significant ($p < .01$). Within the women (not the men), there were level of aspiration differences ($p < .01$) as well: 52% of the C women attributed their having to work to non-monetary factors; only 22% of the NC women did, with the JCs in between. For the NC women, work is not fulfillment. Perhaps that is why they are relatively reluctant to do it.

D3. Attitude Toward Working When Children Are of Preschool Age

Three questions assessed this topic. In the first (Question 40, "Do you think a mother should have a job before her children start school?"), close to

80% of the respondents in all categories opposed mothers' working before children start school. Nevertheless, when the question was personalized (Question 41, "Do you personally plan (do you think your wife should plan) to have a job before your children are in school?"), 10% more women planned to have a job before their children entered school than thought a woman should work during this period (see Table D3.1). The women who planned to work in spite of thinking women with non-school age children shouldn't work seem to come from the higher aspiration categories. Thus, the percentage of women in the JC category (35%) and the C category (37%) who intended to work before children are in school was almost twice the corresponding percentages in Question 40 (17% and 21%). The data for Questions 40 and 41 are summarized in Table D3.1.

Table D3.1

PERCENTAGES OF STUDENTS AGREEING THAT A MOTHER SHOULD HAVE A JOB (QUESTION 40), OR THAT THEY (THEIR WIVES) WILL PROBABLY PLAN TO HAVE A JOB (QUESTION 41) BEFORE THE CHILDREN ARE IN SCHOOL

	Levels of Aspiration					
	NC		JC		C	
Questions	Male	Female	Male	Female	Male	Female
40	16	24	23	17	18	21
41	22	22	20	34	18	36

In Question 40, respondents were asked if a mother should or should not have a job before her children start school. Of the 319 respondents saying that a mother should not work, the nearly exclusive reason, given by 310 of them, was for the sake of the children. Of those 50 recommending work for the mothers of preschoolers, about half gave as reasons the need for independence and personal growth.

Question 42 asked, " Suppose you have been married seven years and have a

family. Most likely, you (your wife) will have; a. stayed home, b. had a part-time job, c. had a full-time job," adding the option of part-time work for mothers of pre-school children. Under these conditions few (9%) expected that wives would work full time. Both males and females were closely balanced between the expectation that a wife would work part time (43%) and stay home (48%), with the weight being slightly in favor of staying home. Non-college bound women planned most often to stay home (54% of them), with only a third of the JC women assuming that option (these level of aspiration differences were close to significance -- $p < .06$. Among the men, there were no marked level of aspiration differences, though the NC men, unlike their female counterparts, were the least inclined to expect their wives to have to stay home.

D4. Stereotyping

The burden of this section is the issue of attitude by both sexes concerning a wife's working, and problems attendant on that. The first question (Question 43) asked, "How do you think your husband would feel (you would feel) about your having (your wife having) a job?" with answers classified as "not minding," "wouldn't like it," or "would like it." Although 85% of the men and 82% of the women felt men either would like the idea of a wife's employment or would not mind if the wife worked, the NC women were a salient exception. Table D4.1 shows the data.

Table D4.1

PERCENTAGES OF STUDENTS RESPONDING TO QUESTION ABOUT HUSBAND'S ATTITUDE TOWARD WIFE'S EMPLOYMENT

Categories of Responses	Levels of Aspiration							
	NC		JC		C		MEAN	
	Male	Female	Male	Female	Male	Female	Male	Female
Don't mind	45	48	54	59	46	56	47	53
Like it	39	20	34	28	38	40	38	29
Don't like it	16	32	11	13	16	4	15	18***

*** Difference in level of aspiration, $p < .01$.

Note that nearly a third of them believe their husbands will not want them to work, compared with very small proportions of the JC (13%) and C (4%) samples. Even among the NC males, only one in six express distaste for their wives working. It is clear that the women of lower aspiration tend to see themselves as homebodies or to see employment as conflicting with their image of being a wife.

In the next question (Question 44 "Do you see any problems in (your wife) combining marriage and a job?"), 83% of the men and 77% of the women respondents (the difference is not significant) see no problem in a wife combining marriage and a job. Of those who do, the middle group of JC women are represented in almost twice the proportion as those in the other groups of women: 33% compared to 19% for the NC and 18% for the C women, a pattern close to significance ($p < .06$). Since the JC women are those most inclined to work, even with children, perhaps it is understandable that they might look for problems more often.

Of the 87 students who foresaw a problem with the wife working, 80 stated what the problem would be. Of those, 49 specified working different schedules as the chief difficulty.

The third question of this set (Question 45) asked, "If you had a job and were married (if your wife had a job), would you expect your husband to help (to help her) with household responsibilities?" Table D4.2 shows the data.

Table D4.2

PERCENTAGES OF STUDENTS WHO EXPECT HUSBAND TO HELP WITH HOUSEHOLD RESPONSIBILITIES

	Levels of Aspiration			
Sexes	NC	JC	C	MEAN
Male	81	93	86	85
Female	68	80	86	77**

**Level of a significant difference, $p < .05$.

Eighty-five percent of the men and 77% of the women would expect a husband's participation in household responsibilities, and that difference in percentage is significant ($p < .05$). Although the NC men would be slightly less willing to help than other men, they are still very willing, a good deal more so than the NC women expect them to be. Again, the NC women are closer to the traditional stereotypes (women should do the housework, in this case) than any other group.

Explanations of answers to this question were given by 132 men and 226 women. They were categorized in decreasing order of affirmativeness, as: yes, with a philosophy of equality or fairness as rationale; yes, with mention of specific areas of need or no explanation; yes, but it's up to the husband, or only under very limited circumstances; and no, it is the wife's role and duty to take care of the home. The data are in Table D4.3.

Table D4.3

EXPLANATIONS OF ANSWERS TO QUESTION ASKING WHETHER HUSBAND SHOULD HELP OUT WORKING WIFE WITH HOUSEHOLD RESPONSIBILITIES

(Responses Given in Percentages)

Categories of Answers	Levels of Aspiration							
	NC		JC		C		MEAN	
	Male	Female	Male	Female	Male	Female	Male	Female
1. Yes, equality	44	31	45	42	38	52	42	42
2. Yes, specific areas	35	31	52	36	51	34	46	34
3. Yes, limited circumstances	10	11	0	8	2	8	4	9
4. No, wife's role	10	26	3	14	9	6	8	16

The NC women's reluctance to have their husbands help them comes primarily from a

feeling of the role inappropriateness of that behavior, and a less frequent inclination to believe in the equality of the sexes than obtains with the other groups. (This level of aspiration effect is significant in the women at $p < .05$.) The men, as noted, are less role-stereotyped here than the women, and, in particular, the NC men are about as likely to ascribe their affirmative choice to reasons of equality as is any other group.

E. PERCEIVED SUITABILITY OF VARIOUS JOBS

A list of 56 occupations was provided for the respondents from which they were asked to state which jobs they thought to be unsuitable for women and which they could see themselves doing. Table E1 illustrates the occupations, and Table E2 shows the jobs most often nominated as inappropriate by percentages of each subgroup.

For each sex, there was a set of seven or eight highly rejected jobs, followed by a set of four or five moderately rejected jobs. After that, the number of respondents considering any job inappropriate for women was too small to be of much interest.

In general, men rejected jobs at a higher rate than women -- i.e., they were more stereotyped with respect to these strongly male-associated jobs; and NC respondents of each sex rejected more than C respondents. The difference in seeing jobs as unsuitable for women was somewhat greater as a function of educational aspiration (about a 15% difference from NC to C), than as a function of sex (about a 10% difference), in fact.

There were only two jobs not common to both lists: factory worker in the men's list, and gardener in the women's. Remove those, and the agreement of the lists with respect to order is high, only the occupations farmer and mechanic being very differently placed. (The correlation of ranks is, in fact, +.80.) As will be seen, most of the jobs are highly stereotyped by the next index, the degree to which members of each sex can see themselves doing the job.

There were sex-stereotyped jobs, not on the list of Table E2, that were rejected by a total of 30-40 respondents: veterinarian, short order cook, rehabilitation counselor, lawyer, chef, and radio announcer. All but the last of these was judged non-stereotyped by the criterion to be defined below. The

Table E1

Job	A. Not suitable for women	Job	B. Can see yourself doing
1. construction worker		construction worker	
2. airline stewardess		airline stewardess	
3. social worker		social worker	
4. secretary		secretary	
5. elementary school teacher		elementary school teacher	
6. beautician		beautician	
7. model		model	
8. companion (for elderly)		companion (for elderly)	
9. clerk		clerk	
10. veterinarian		veterinarian	
11. physical education teacher		physical education teacher	
12. short order cook		short order cook	
13. rehabilitation counselor		rehabilitation counselor	
14. registered nurse		registered nurse	
15. dental assistant		dental assistant	
16. artist		artist	
17. news reporter		news reporter	
18. telephone operator		telephone operator	
19. physical therapist		physical therapist	
20. office worker		office worker	
21. baby sitter		baby sitter	
22. licensed practical nurse		licensed practical nurse	
23. chambermaid		chambermaid	
24. cashier		cashier	
25. mechanic		mechanic	
26. home economics teacher		home economics teacher	
27. factory worker		factory worker	
28. gas station attendant		gas station attendant	
29. plumber		plumber	
30. librarian		librarian	
31. recreation director		recreation director	
32. bank teller		bank teller	
33. dietician		dietician	
34. nurse's aide		nurse's aide	
35. security guard		security guard	
36. cab driver		cab driver	
37. day care center worker		day care center worker	
38. police		police	
39. bookkeeper		bookkeeper	
40. custodian		custodian	
41. cocktail server		cocktail server	
42. lawyer		lawyer	
43. gardener		gardener	
44. radio announcer		radio announcer	
45. forest service		forest service	
46. house tender		house tender	
47. postal worker		postal worker	
48. accountant		accountant	
49. musician		musician	
50. English teacher		English teacher	
51. occupational therapist		occupational therapist	
52. farmer		farmer	
53. truck driver		truck driver	
54. chef		chef	
55. receptionist		receptionist	
56. dress maker		dress maker	

Table 21

JOBS MOST OFTEN NOMINATED AS INAPPROPRIATE FOR WOMEN, BY SEX AND LEVEL OF EDUCATIONAL ASPIRATION

Jobs	N=191 Percent Men Who See Job Not Suitable for Women				Jobs	N=209 Percent Women Who See Job Not Suitable for Women			
	N=80 NC	N=44 JC	N=67 C	MEAN		N=77 NC	N=62 JC	N=70 C	MEAN
Construction worker	83	73	63	73	Construction worker	58	58	36	51
Mechanic	56	56	45	51	Plumber	52	45	18	39
Truck driver	46	50	33	42	Security guard	38	44	24	35
Gas station attendant	46	43	34	41	Truck driver	40	39	20	33
Security guard	43	45	36	40	Gas station attendant	36	44	16	32
Plumber	49	32	33	39	Cab driver	40	27	16	28
Farmer	45	41	22	36	Mechanic	32	32	14	26
Taxi driver	40	39	22	34	Forest service	23	24	1	16
Factory worker	26	34	16	25	Policeman	13	21	11	15
Custodian	20	32	19	23	Gardener	21	21	1	14
Policeman	29	27	12	23	Custodian	18	15	7	13
Forest service	29	20	10	20	Farmer	19	15	6	13

NOTE: Decimals omitted.

remaining 37 occupations were not thought to be unsuitable for women by a substantial number of the respondents; they are either non-stereotyped or female stereotyped.

The second part of the question asked whether the respondent could see himself/herself doing the job in question. These answers served as the basis of categorizing jobs as stereotyped or not in the following way. The percentages of each sex endorsing the job as something he or she might do were compared. The difference of the two percentages was assessed as a fraction of the total of the two. If the differences were less than a third of the sum, then the job was called non-stereotyped. If the difference was greater than half the sum, the job was called stereotyped; and if the difference was between one third and half the sum, the job was called moderately stereotyped. The jobs are arranged in these categories in Tables E3-E6 in decreasing order of total endorsement. The tables are self-explanatory. The women do not rule themselves out of many jobs as thoroughly as do the males, but they certainly could be taught to consider such jobs as factory worker, cab driver, gas station attendant, and radio announcer as livelier possibilities (see Table E3). By the same token, among the jobs severely stereotyped for women (Table E4), the men could be easily taught to regard many of them as possible options, the most obvious being perhaps librarian, RN, dietician, LPN, day care worker and occupational therapist. Of the jobs only moderately stereotyped as women's, all except perhaps cocktail server seem just as suitable for males as females. Table E5 shows the non-stereotyped jobs, a hopeful list that included jobs of every degree of prestige.

Table E3

A. HIGHLY STEREOTYPED JOBS, MALE

Jobs	N=191 Percent Men Who Can See Selves Doing			N=245 Percent Women Who Can See Selves Doing		
	N=80 NC	N=44 JC	N=67 C	N=95 NC	N=73 JC	N=77 C
Construction worker	69	59	48	7	5	9
Truck driver	59	54	28	17	7	12
Gas Station Attendant	61	31	34	19	8	10
Mechanic	60	48	36	5	5	6
Factory worker	40	25	24	12	0	5
Cab driver	38	23	18	8	7	6
Security guard	29	23	31	5	0	6
Plumber	40	30	18	3	0	4

B. MODERATELY STEREOTYPED JOBS, MALE

Jobs	N=191 Percent Men Who Can See Selves Doing			N=245 Percent Women Who Can See Selves Doing		
	N=80 NC	N=44 JC	N=67 C	N=95 NC	N=73 JC	N=77 C
Forest service	44	43	39	17	14	14
Farmer	49	43	27	21	12	16
Policeman	25	48	31	12	12	13
Radio announcer	28	27	24	13	7	14

NOTE: Decimals omitted.

Table E4

A. HIGHLY STEREOTYPED JOBS, FEMALE

Jobs	N=191 Percent Men Who Can See Selves Doing			N=245 Percent Women Who Can See Selves Doing		
	N=80 NC	N=44 JC	N=67 C	N=95 NC	N=73 JC	N=77 C
Baby sitter	4	7	1	64	49	52
Secretary	1	0	0	58	30	25
Day care worker	0	2	1	42	20	42
Receptionist	0	5	0	43	20	26
Stewardess	0	5	0	35	30	23
Nurse's aide	0	2	0	26	27	31
Companion	1	7	6	29	20	31
House tender	1	2	5	34	19	25
RN	1	2	0	22	30	27
Chambermaid	3	0	0	26	23	21
Beautician	0	0	0	24	26	22
LPN	0	2	0	19	30	21
Physical therapist	5	2	4	16	26	28
Model	1	0	0	25	20	14
Librarian	1	2	3	26	8	18
Home economics teacher	1	2	3	18	16	19
Dress maker	1	0	0	21	15	19
Occupational therapist	1	2	3	13	15	22
Dietician	1	0	3	12	10	12

NOTE: Decimals omitted.

Table E4 (cont.)

B. MODERATELY STEREOTYPED JOBS, FEMALE

Jobs	N=191 Percent Men Who Can See Selves Doing			N=245 Percent Women Who Can See Selves Doing		
	N=80 NC	N=44 JC	N=67 C	N=95 NC	N=73 JC	N=77 C
Social worker	19	16	18	38	34	56
Cashier	18	16	12	48	27	34
Elementary teacher	8	9	13	25	22	43
Bookkeeper	6	9	13	32	25	10
Cocktail server	11	18	1	21	25	16
Dental assistant	5	4	10	15	20	25
Telephone operator	4	7	10	22	10	13
English teacher	5	7	10	12	10	23

Table E5

NON-STEREOTYPED JOBS AND PERCENTAGES OF STUDENTS SAYING THEY CAN SEE THEMSELVES DOING THEM

Jobs	N=191 Percent Men Who Can See Selves Doing			N=245 Percent Women Who Can See Selves Doing		
	N=80 NC	N=44 JC	N=67 C	N=95 NC	N=73 JC	N=77 C
Office worker	16	25	21	42	27	22
PE teacher	29	23	28	25	14	30
Veterinarian	28	16	30	24	16	30
News reporter	19	23	28	13	19	31
Lawyer	15	27	36	13	15	18
Clerk	11	16	16	30	22	13
Short order cook	26	30	18	14	14	13
Artist	20	7	16	23	11	25
Accountant	10	23	19	20	18	18
Recreation Director	15	18	16	19	14	18
Bank teller	14	6	15	26	15	17
Musician	14	14	19	13	18	18
Rehab. Counselor	5	11	12	13	15	26
Chef	19	25	10	14	8	9
Postal worker	14	20	9	19	10	9
Custodian	24	9	6	12	8	12
Gardener	11	11	19	13	7	12

APPENDIX A

SURVEY OF OCCUPATIONAL AND CAREER INTERESTS: FEMALE VERSION

Directions: Please complete all the questions on a page before going on to the next page.

1. *Name of the high school you attend* _____

2. *What grade are you in? (circle one)* 10 11 12

3. *Sex:* male _____ female _____

4. *Age:* _____

5. *What types of courses are you taking or planning to take in high school? (check as many as apply)*

   a. _____ *college preparatory*
   b. _____ *general*
   c. _____ *vocational*
   d. _____ *business*
   e. _____ *other*

6. *Have you ever had a job?* yes _____ no _____
   if yes,

   a. *was the job full time* _____ *part time* _____ *summers* _____
   b. *doing what?* _____

7. *Do you plan to take any job training after high school?* yes _____ no _____
   if yes,

   a. *what type?* _____
   b. *where?* _____

8. a. *What is your mother's current occupation?* _____
   if not currently working, what was her last job, if any? _____

   b. *What is your father's current occupation?* _____
   if not currently working, what was his last job, if any? _____

9. *One year after you finish or leave high school:*

   a. *where (what place) do you hope or expect to be living?*
   Check one:
   _____ *at home with my parents*
   _____ *in my home town*
   _____ *in my home state*
   _____ *elsewhere*

   b. *who do you expect to be living with?*
   Check one:
   _____ *with my parents*
   _____ *with my husband/wife*
   _____ *with a friend or friends*
   _____ *by myself*
   _____ *with a relative*

   c. *what do you hope or expect to be doing?* _____

10. What jobs or careers are open to non-college-bound women

11. How would you find out about jobs in your community?

12. Have you been given any information in school about job opportunities after high school?

    a. yes _____ no _____

    b. if yes, what kind of information? _____

    c. who gave you the information? _____

13. Have you ever been to the New Hampshire Office of Employment Security, Vermont Job Service, or Vermont State Employment Office? yes _____ no _____
    If yes,

    a. where is it located? _____
    b. did you go on your own? yes _____ no _____
    c. did you go as a class assignment? yes _____ no _____
    d. did you feel that the visit was helpful to you? yes _____ no _____

14. a. How helpful do you think courses in high school are in preparing you for a job?

    1. _____ very helpful
    2. _____ moderately helpful
    3. _____ only a little helpful
    4. _____ not at all helpful

    b. If any of your courses are at all helpful, which ones are they?

    c. Are you taking them? yes _____ no _____

    d. If you are not taking them, why not?

    1. _____ don't like the teacher
    2. _____ doesn't fit in my schedule
    3. _____ too much work
    4. _____ not interested in the subject
    5. _____ other - please explain:

15. Are there courses that you think would help prepare you for a job that are not being taught in your high school? yes _____ no _____
If yes, what are they?

16. Do your teachers ever talk about how their subjects relate to actual job situations? (ex: How math might be used in accounting)
(How chemistry might be used in nursing)

a. _____ done frequently by several teachers
b. _____ done frequently by one teacher
c. _____ done occasionally by several teachers
d. _____ done occasionally by one teacher
e. _____ hardly done at all by any teacher

17. If you want advice about getting a job after leaving high school, who in your school would you talk to?

a. _____ teacher (if you check this, what course?_____)
b. _____ job counselor
c. _____ guidance counselor
d. _____ work study counselor
e. _____ other, please specify _____

18. a. How much help has your guidance/job/work study counselor given you in planning for your future career?

1. _____ a lot
2. _____ a little
3. _____ none at all

b. If your counselor has helped you at all, what kind of help did you get?

1. _____ information about jobs you might be good at
2. _____ information about actual job openings
3. _____ arranging interviews for actual jobs
4. _____ information about training needed for certain jobs
5. _____ other, please explain: _____

19. Have your parents given you help in planning your future career? yes_____ no _____
if yes, what kind of help?

a. _____ they helped me choose a job or career to plan for
b. _____ they have encouraged me in my own choice

20. Which parent has given you the most help/advice?

a. _____ mother
b. _____ father
c. _____ both the same
d. _____ neither

21. Where did you get the idea for the job or career you would like?

a. _____ teacher
b. _____ friend
c. _____ relative
d. _____ T.V.
e. _____ movie
f. _____ book
g. _____ from my parents only
h. _____ thought of it on my own
i. _____ other: _____

22. a. How much need do you think there is for a course offered during high school that is especially designed to help students make decisions about what they will do after high school?

1. _____ a lot
2. _____ some
3. _____ none at all

b. What should be included in such a course?

1. _____ understanding yourself
2. _____ how to make decisions
3. _____ knowledge of kinds of jobs
4. _____ knowledge of job training opportunities
5. _____ how to manage money
6. _____ knowledge of job openings
7. _____ how to manage marriage an an outside job
8. _____ how to take part in an in terview
9. _____ how to know what type of jobs are best for you

23. When you leave high school, do you think you will be prepared for either future education or a job?

a. _____ yes
b. _____ no
c. _____ uncertain

Please explain:

24. When do you think would be the best time to present career information to students?

a. _____ junior high
b. _____ freshman year (9th grade)
c. _____ sophomore year (10th grade)
d. _____ junior year (11th grade)
e. _____ senior year (12th grade)
f. _____ never

25. Do you want to work? (check one)

a. _____ extremely eager to work
b. _____ quite willing to work
c. _____ willing, but not eager
d. _____ don't want to work

Please explain your answer:

26. What do you think you have to offer an employer?

27. When you think about jobs you might like, which of the following things do you consider?

Place an "M" in front of the FOUR things MOST important to you.
Place an "L" in front of the FOUR things LEAST important to you.

a. _____ whether or not you would be good at the job
b. _____ whether or not you know a lot about the job
c. _____ how much it will pay
d. _____ where it is located
e. _____ whether it might lead to a better job
f. _____ what kind of people you would be working with
g. _____ who the boss is
h. _____ how much vacation time is allowed
i. _____ whether or not you would be free to make decisions about your own work
j. _____ whether or not it is a job you can keep for a long time
k. _____ whether or not you would learn something from the job
l. _____ whether or not you can choose your own work hours
m. _____ whether or not the job allows you to do a variety of different things
n. _____ other (anything you want to add that is not listed - please add here):

28. What do you think an employer looks for when hiring a person for a job?

29. List the main ways that you spend your time out of school. Feel free to list more than four:

	about how many hours per day
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

30. Do you feel you know your interests and abilities well enough to decide about your future career?

Check one:

a. _____ yes, very well
b. _____ yes, to some extent
c. _____ no idea or confused
d. _____ never thought about them

31. How often have you thought about your plans for after high school?
Check one:
a. _____ often
b. _____ occasionally
c. _____ seldom
d. _____ never

32. How often do you think about quitting school?
Check one:
a. _____ often
b. _____ occasionally
c. _____ seldom
d. _____ never

Why?

33. Do you see yourself in the next 10 years taking any additional training or education after high school? yes _____ no _____ maybe _____

a. If yes or maybe, what kind or kinds?

b. If no, why not?

34. When do you plan to get married?
Check one:
a. _____ soon, before graduation
b. _____ after graduation
c. _____ within the next 2 years
d. _____ sometime in the future, but not within the next 2 years
e. _____ I am already married
f. _____ I have been married but am not now
g. _____ never

35. Do you have any children? yes _____ no _____

36. Do you plan to have children in the next 2 years? yes _____ no _____

37. If you do not plan to have children right away, do you plan to work?
yes _____ no _____

If yes, when do you plan to start working? _____

38. Would you like to have a job after you are married? yes _____ no _____

39. *Do you think you will have to get a job after you are married? yes _____ no _____*

Why or why not:

40. *Do you think a mother should have a job before her children start school?*
yes _____ no _____

Why or why not?

41. *Do you personally plan to have a job before your children are in school?*
yes _____ no _____

42. *Suppose that you have been married for 7 years and have a family. Most likely during that period you would have:*

Check one:

a. _____ *stayed home until your children started school*
b. _____ *had a part-time job*
c. _____ *had a full-time job*

Why?

43. *How do you think your husband would feel about your having a job and why do you think so?*

44. *Do you see any problems in combining marriage and a job? yes _____ no _____*
If yes, what are they?

45. *If you had a job and were married, would you expect your husband to help with household responsibilities (i.e. child rearing, cooking, cleaning)?*
yes _____ no _____

Please explain your answer:

46. *Do you think you might be able to help your husband with his work? yes _____ no _____*
Please explain your answer:

47. *Do you know what services Planned Parenthood offers? yes _____ no _____*
If yes, what are they?

48. *Do you know where the nearest Planned Parenthood office is located? yes _____ no _____*
If yes, where:

49. *What is your best guess that the marriages of you & your friends will last for 25 years or more?*
Check one:
a. _____ *100% chance they will last*
b. _____ *75%*
c. _____ *50%*
d. _____ *25%*
e. _____ *0%*

50. *Have you ever interviewed for a job? yes _____ no _____*
a. *If yes, who arranged the interview?*

b. *How did or do you feel about the prospect of interviewing for a job?*

51. *Have you ever been given information about job interviewing? yes _____ no _____*
If yes, who provided the information:
Check one:
a. _____ *a course*
b. _____ *a counselor*
c. _____ *parents*
d. _____ *friend*
e. _____ *other, please specify:* _____

52. *How confident do you feel about your chances of getting a job?*
Check one:
a. _____ *very confident*
b. _____ *moderately confident*
c. _____ *not very confident*
d. _____ *very unsure*

Please explain (why are you confident, what do you see as the biggest obstacle to your getting a job?):

53. *Does your school sponsor any work study or apprenticeship programs in your community? yes _____ no _____ don't know _____*
If yes, what type?

54. Have you ever looked through the want ads in your local newspaper? yes _____ no____
If yes, did you:
a. _____ do it on your own
b. _____ do it as part of a class assignment

55. Are you pretty sure about the kinds of jobs you would be good or bad in?
yes _____ no _____

a. What would you be good at?

b. What would you be bad at?

56. If you could have any job you wanted, what would it be?

57. What do you see as the main function of your school guidance office?

58. To talk with your guidance/job/work study counselor:

a. _____ must you make an appointment
b. _____ can you stop by any time you want

59. Have you talked with your guidance/job/work study counselor yet this year?
yes _____ no _____

60. How many times did you meet with your guidance/job/work study counselor last year? _____

61. Does your school have books or pamphlets which tell you about most jobs

a. in your local area? yes _____ no _____ don't know _____
b. in the United states? yes _____ no _____ don't know _____

62. How helpful do you think a guidance/job/work study counselor can be in helping you consider what jobs you might want?
Check one:
a. _____ very helpful
b. _____ moderately helpful
c. _____ slightly helpful
d. _____ never helpful

63. How helpful do you think a guidance/job/work study counselor can be in actually helping students to actually get a job.
Check one:
a. _____ very helpful
b. _____ moderately helpful
c. _____ slightly helpful
d. _____ never helpful

64. *Have you ever taken a vocational, interest, or aptitude test in school?*
yes _____ no _____

If yes,

a. *Did you ask to take the test? yes _____ no _____*
b. *Did anyone review the results with you? yes _____ no _____*
c. *Was the test helpful in planning for the future? yes _____ no _____*

65. *On the following page is a list of jobs, please indicate in the appropriate columns the following:*

Column A: Jobs you think are not appropriate for women after high school

Column B: Jobs that you can imagine yourself doing in the next few years

Column C: Jobs that would be the easiest for you to get

Column D: Jobs you think require additional schooling after high school to get the job

**** *Please complete one column at a time.*

	JOB	A. not suitable for women		B. can see yourself doing
1	construction worker		construction worker	
2	airline stewardess		airline stewardess	
3	social worker		social worker	
4	secretary		secretary	
5	elementary school teacher		elementary school teacher	
6	beautician		beautician	
7	model		model	
8	companion (for elderly)		companion (for elderly)	
9	clerk		clerk	
10	veterinarian		veterinarian	
11	physical education teacher		physical education teacher	
12	short order cook		short order cook	
13	rehabilitation counselor		rehabilitation counselor	
14	registered nurse		registered nurse	
15	dental assistant		dental assistant	
16	artist		artist	
17	news reporter		news reporter	
18	telephone operator		telephone operator	
19	physical therapist		physical therapist	
20	office worker		office worker	
21	baby sitter		baby sitter	
22	licensed practical nurse		licensed practical nurse	
23	chambermaid		chambermaid	
24	cashier		cashier	
25	mechanic		mechanic	
26	home economics teacher		home economics teacher	
27	factory worker		factory worker	
28	gas station attendant		gas station attendant	
29	plumber		plumber	
30	librarian		librarian	
31	recreation director		recreation director	
32	bank teller		bank teller	
33	dietician		dietician	
34	nurse's aide		nurse's aide	
35	security guard		security guard	
36	cab driver		cab driver	
37	day care center worker		day care center worker	
38	police		police	
39	bookkeeper		bookkeeper	
40	custodian		custodian	
41	cocktail server		cocktail server	
42	lawyer		lawyer	
43	gardener		gardener	
44	radio announcer		radio announcer	
45	forest service		forest service	
46	house tender		house tender	
47	postal worker		postal worker	
48	accountant		accountant	
49	musician		musician	
50	English teacher		English teacher	
51	occupational therapist		occupational therapist	
52	farmer		farmer	
53	truck driver		truck driver	
54	chef		chef	
55	receptionist		receptionist	
56	dress maker		dress maker	

JOB	C. easiest for you to get		D. additional schooling to get the job
1 construction worker		construction worker	
2 airline stewardess		airline stewardess	
3 social worker		social worker	
4 secretary		secretary	
5 elementary school teacher		elementary school teacher	
6 beautician		beautician	
7 model		model	
8 companion (for elderly)		companion (for elderly)	
9 clerk		clerk	
10 veterinarian		veterinarian	
11 physical education teacher		physical education teacher	
12 short order cook		short order cook	
13 rehabilitation counselor		rehabilitation counselor	
14 registered nurse		registered nurse	
15 dental assistant		dental assistant	
16 artist		artist	
17 news reporter		news reporter	
18 telephone operator		telephone operator	
19 physical therapist		physical therapist	
20 office worker		office worker	
21 baby sitter		baby sitter	
22 licensed practical nurse		licensed practical nurse	
23 chambermaid		chambermaid	
24 cashier		cashier	
25 mechanic		mechanic	
26 home economics teacher		home economics teacher	
27 factory worker		factory worker	
28 gas station attendant		gas station attendant	
29 plumber		plumber	
30 librarian		librarian	
31 recreation director		recreation director	
32 bank teller		bank teller	
33 dietician		dietician	
34 nurse's aide		nurse's aide	
35 security guard		security guard	
36 cab driver		cab driver	
37 day care center worker		day care center worker	
38 police		police	
39 bookkeeper		bookkeeper	
40 custodian		custodian	
41 cocktail server		cocktail server	
42 lawyer		lawyer	
43 gardener		gardener	
44 radio announcer		radio announcer	
45 forest service		forest service	
46 house tender		house tender	
47 postal worker		postal worker	
48 accountant		accountant	
49 musician		musician	
50 English teacher		English teacher	
51 occupational therapist		occupational therapist	
52 farmer		farmer	
53 truck driver		truck driver	
54 chef		chef	
55 receptionist		receptionist	
56 dress maker		dress maker	

APPENDIX B

SURVEY OF OCCUPATIONAL AND CAREER INTERESTS: MALE VERSION

Directions: Please complete all the questions on a page before going on to the next page.

1. *Name of the high school you attend* _____

2. *What grade are you in? (circle one)* *10* *11* *12*

3. *Sex:* *male* _____ *female* _____

4. *Age:* _____

5. *What types of courses are you taking or planning to take in high school? (check as many as apply)*

   a. _____ *college preparatory*
   b. _____ *general*
   c. _____ *vocational*
   d. _____ *business*
   e. _____ *other*

6. *Have you ever had a job?* *yes* _____ *no* _____
   if yes,

   a. *was the job full time* _____ *part time* _____ *summers* _____
   b. *doing what?* _____

7. *Do you plan to take any job training after high school?* *yes* _____ *no* _____
   if yes,

   a. *what type?* _____
   b. *where?* _____

8. a. *What is your mother's current occupation?* _____
   if not currently working, what was her last job, if any? _____

   b. *What is your father's current occupation?* _____
   if not currently working, what was his last job, if any? _____

9. *One year after you finish or leave high school:*

   a. *where (what place) do you hope or expect to be living?*
   Check one:
   _____ *at home with my parents*
   _____ *in my home town*
   _____ *in my home state*
   _____ *elsewhere*

   b. *who do you expect to be living with?*
   Check one:
   _____ *with my parents*
   _____ *with my husband/wife*
   _____ *with a friend or friends*
   _____ *by myself*
   _____ *with a relative*

   c. *what do you hope or expect to be doing?*

10. What jobs or careers are open to non-college-bound men after high school?

11. How would you find out about jobs in your community?

12. Have you been given any information in school about job opportunities after high school?

    a. yes _____ no _____

    b. if yes, what kind of information? _____

    c. who gave you the information? _____

13. Have you ever been to the New Hampshire Office of Employment Security, Vermont Job Service, or Vermont State Employment Office? yes _____ no _____
    If yes,

    a. where is it located? _____
    b. did you go on your own? yes _____ no _____
    c. did you go as a class assignment? yes _____ no _____
    d. did you feel that the visit was helpful to you? yes _____ no _____

14. a. How helpful do you think courses in high school are in preparing you for a job?

    1. _____ very helpful
    2. _____ moderately helpful
    3. _____ only a little helpful
    4. _____ not at all helpful

    b. If any of your courses are at all helpful, which ones are they?

    c. Are you taking them? yes _____ no _____

    d. If you are not taking them, why not?

    1. _____ don't like the teacher
    2. _____ doesn't fit in my schedule
    3. _____ too much work
    4. _____ not interested in the subject
    5. _____ other - please explain:

21. *Where did you get the idea for the job or career you would like?*

a. _____ *teacher*
b. _____ *friend*
c. _____ *relative*
d. _____ *T.V.*
e. _____ *movie*
f. _____ *book*
g. _____ *from my parents only*
h. _____ *thought of it on my own*
i. _____ *other:* _____

22. a. *How much need do you think there is for a course offered during high school that is especially designed to help students make decisions about what they will do after high school?*

1. _____ *a lot*
2. _____ *some*
3. _____ *none at all*

b. *What should be included in such a course?*

1. _____ *understanding yourself*
2. _____ *how to make decisions*
3. _____ *knowledge of kinds of jobs*
4. _____ *knowledge of job training opportunities*
5. _____ *how to manage money*
6. _____ *knowledge of job openings*
7. _____ *how to manage marriage and an outside job*
8. _____ *how to take part in an interview*
9. _____ *how to know what type of jobs are best for you*

23. *When you leave high school, do you think you will be prepared for either future education or a job?*

a. _____ *yes*
b. _____ *no*
c. _____ *uncertain*

Please explain:

24. *When do you think would be the best time to present career information to students?*

a. _____ *junior high*
b. _____ *freshman year (9th grade)*
c. _____ *sophomore year (10th grade)*
d. _____ *junior year (11th grade)*
e. _____ *senior year (12th grade)*
f. _____ *never*

25. *Do you want to work? (check one)*

a. _____ *extremely eager to work*
b. _____ *quite willing to work*
c. _____ *willing, but not eager*
d. _____ *don't want to work*

Please explain your answer:

26. What do you think you have to offer an employer?

27. When you think about jobs you might like, which of the following things do you consider?

Place an "M" in front of the FOUR things MOST important to you.
Place an "L" in front of the FOUR things LEAST important to you.

a. _____ whether or not you would be good at the job
b. _____ whether or not you know a lot about the job
c. _____ how much it will pay
d. _____ where it is located
e. _____ whether it might lead to a better job
f. _____ what kind of people you would be working with
g. _____ who the boss is
h. _____ how much vacation time is allowed
i. _____ whether or not you would be free to make decisions about your own work
j. _____ whether or not it is a job you can keep for a long time
k. _____ whether or not you would learn something from the job
l. _____ whether or not you can choose your own work hours
m. _____ whether or not the job allows you to do a variety of different things
n. _____ other (anything you want to add that is not listed - please add here):

28. What do you think an employer looks for when hiring a person for a job?

29. List the main ways that you spend your time out of school. Feel free to list more than four:

		about how many hours per day
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

30. Do you feel you know your interests and abilities well enough to decide about your future career?

Check one:

a. _____ yes, very well
b. _____ yes, to some extent
c. _____ no idea or confused
d. _____ never thought about them

31. *How often have you thought about your plans for after high school?*

Check one:

a. _____ *often*
b. _____ *occasionally*
c. _____ *seldom*
d. _____ *never*

32. *How often do you think about quitting school?*

Check one:

a. _____ *often*
b. _____ *occasionally*
c. _____ *seldom*
d. _____ *never*

Why?

33. *Do you see yourself in the next 10 years taking any additional training or education after high school? yes _____ no _____ maybe _____*

a. *If yes or maybe, what kind or kinds?*

b. *If no, why not?*

34. *When do you plan to get married?*

Check one:

a. _____ *soon, before graduation*
b. _____ *after graduation*
c. _____ *within the next 2 years*
d. _____ *sometime in the future, but not within the next 2 years*
e. _____ *I am already married*
f. _____ *I have been married but am not now*
g. _____ *never*

35. *Do you have any children? yes _____ no _____*

36. *Do you plan to have children in the next 2 years? yes _____ no _____*

37. *If you do not plan to have children right away, would you expect your wife to work? yes _____ no _____*

If yes, when would you expect her to start working? _____

38. *Would you like her to have a job after you are married? yes _____ no _____*

39. *Do you expect your wife will have to get a job after you are married? yes _____ no _____*

Why or why not?

40. *Do you think a mother should have a job before her children start school?*
yes _____ *no* _____

Why or why not?

41. *Do you think your wife should plan to have a job before your children are in school? yes* _____ *no* _____

42. *Suppose that you have been married for 7 years and have a family. Most likely during that period your wife would have:*

Check one:

a. _____ *stayed home until your children started school*
b. _____ *had a part-time job*
c. _____ *had a full-time job*

Why?

43. *How do you think you would feel about your wife having a job and why do you think so?*

44. *Do you see any problems in your wife combining marriage and a job? yes* _____ *no* _____
If yes, what are they?

45. *If your wife had a job, would you expect to help her with household responsibilities (i.e. child rearing, cooking, cleaning)? yes* _____ *no*_____

Please explain your answer:

46. *Do you think you might be able to help your wife with her job? yes* _____ *no* _____

Please explain your answer:

47. *Do you know what services Planned Parenthood offers? yes _____ no _____*
If yes, what are they?

48. *Do you know where the nearest Planned Parenthood office is located? yes _____ no ____*
If yes, where:

49. *What is your best guess that the marriages of you & your friends will last for 25 years or more?*
Check one:
a. _____ 100% chance they will last
b. _____ 75%
c. _____ 50%
d. _____ 25%
e. _____ 0%

50. *Have you ever interviewed for a job? yes _____ no _____*
a. If yes, who arranged the interview?

b. How did or do you feel about the prospect of interviewing for a job?

51. *Have you ever been given information about job interviewing? yes _____ no _____*
If yes, who provided the information:
Check one:
a. _____ a course
b. _____ a counselor
c. _____ parents
d. _____ friend
e. _____ other, please specify: _____

52. *How confident do you feel about your chances of getting a job?*
Check one:
a. _____ very confident
b. _____ moderately confident
c. _____ not very confident
d. _____ very unsure

Please explain (why are you confident, what do you see as the biggest obstacle to your getting a job?):

53. *Does your school sponsor any work study or apprenticeship programs in your community? yes _____ no _____ don't know _____*
If yes, what type?

54. Have you ever looked through the want ads in your local newspaper? yes _____ no_____
If yes, did you:
a. _____ do it on your own
b. _____ do it as part of a class assignment

55. Are you pretty sure about the kinds of jobs you would be good or bad in?
yes _____ no _____

a. What would you be good at?

b. What would you be bad at?

56. If you could have any job you wanted, what would it be?

57. What do you see as the main function of your school guidance office?

58. To talk with your guidance/job/work study counselor:

a. _____ must you make an appointment
b. _____ can you stop by any time you want

59. Have you talked with your guidance/job/work study counselor yet this year?
yes _____ no _____

60. How many times did you meet with your guidance/job/work study counselor last year? _____

61. Does your school have books or pamphlets which tell you about most jobs

a. in your local area? yes _____ no _____ don't know _____
b. in the United states? yes _____ no _____ don't know _____

62. How helpful do you think a guidance/job/work study counselor can be in helping you consider what jobs you might want?
Check one:
a. _____ very helpful
b. _____ moderately helpful
c. _____ slightly helpful
d. _____ never helpful

63. How helpful do you think a guidance/job/work study counselor can be in actually helping students to actually get a job.
Check one:
a. _____ very helpful
b. _____ moderately helpful
c. _____ slightly helpful
d. _____ never helpful

64. *Have you ever taken a vocational, interest, or aptitude test in school?*
yes _____ *no* _____

If yes,

a. *Did you ask to take the test? yes* _____ *no* _____
b. *Did anyone review the results with you? yes* _____ *no* _____
c. *Was the test helpful in planning for the future? yes* _____ *no* _____

65. *On the following page is a list of jobs, please indicate in the appropriate columns the following:*

Column A: Jobs you think are not appropriate for women after high school

Column B: Jobs that you can imagine yourself doing in the next few years

Column C: Jobs that would be the easiest for you to get

Column D: Jobs you think require additional schooling after high school to get the job

**** *Please complete one column at a time.*

JOB	A. not suitable for women	B. can see yourself doing
construction worker		
airline stewardess		
social worker		
secretary		
elementary school teacher		
beautician		
model		
companion (for elderly)		
clerk		
veterinarian		
physical education teacher		
short order cook		
rehabilitation counselor		
registered nurse		
dental assistant		
artist		
news reporter		
telephone operator		
physical therapist		
office worker		
baby sitter		
licensed practical nurse		
chambermaid		
cashier		
mechanic		
home economics teacher		
factory worker		
gas station attendant		
plumber		
librarian		
recreation director		
bank teller		
dietician		
nurse's aide		
security guard		
cab driver		
day care center worker		
police		
bookkeeper		
custodian		
cocktail server		
lawyer		
gardener		
radio announcer		
forest service		
house tender		
postal worker		
accountant		
musician		
English teacher		
occupational therapist		
farmer		
truck driver		
chef		
receptionist		
dress maker		

JOB	C. easiest for you to get	D. additional schooling to get the job
1 construction worker		construction worker
2 airline stewardess		airline stewardess
3 social worker		social worker
4 secretary		secretary
5 elementary school teacher		elementary school teacher
6 beautician		beautician
7 model		model
8 companion (for elderly)		companion (for elderly)
9 clerk		clerk
10 veterinarian		veterinarian
11 physical education teacher		physical education teacher
12 short order cook		short order cook
13 rehabilitation counselor		rehabilitation counselor
14 registered nurse		registered nurse
15 dental assistant		dental assistant
16 artist		artist
17 news reporter		news reporter
18 telephone operator		telephone operator
19 physical therapist		physical therapist
20 office worker		office worker
21 baby sitter		baby sitter
22 licensed practical nurse		licensed practical nurse
23 chambermaid		chambermaid
24 cashier		cashier
25 mechanic		mechanic
26 home economics teacher		home economics teacher
27 factory worker		factory worker
28 gas station attendant		gas station attendant
29 plumber		plumber
30 librarian		librarian
31 recreation director		recreation director
32 bank teller		bank teller
33 dietician		dietician
34 nurse's aide		nurse's aide
35 security guard		security guard
36 cab driver		cab driver
37 day care center worker		day care center worker
38 police		police
39 bookkeeper		bookkeeper
40 custodian		custodian
41 cocktail server		cocktail server
42 lawyer		lawyer
43 gardener		gardener
44 radio announcer		radio announcer
45 forest service		forest service
46 house tender		house tender
47 postal worker		postal worker
48 accountant		accountant
49 musician		musician
50 English teacher		English teacher
51 occupational therapist		occupational therapist
52 farmer		farmer
53 truck driver		truck driver
54 chef		chef
55 receptionist		receptionist
56 dress maker		dress maker